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ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION 1988

James R. Moss, State Superintendent

Utah State Office of Education
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Salt Lake City, Utah 84111

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Utah State Board for Vocational Education

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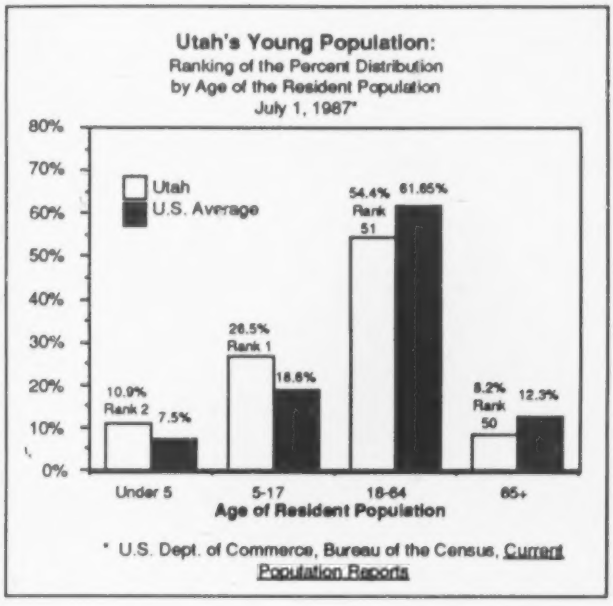
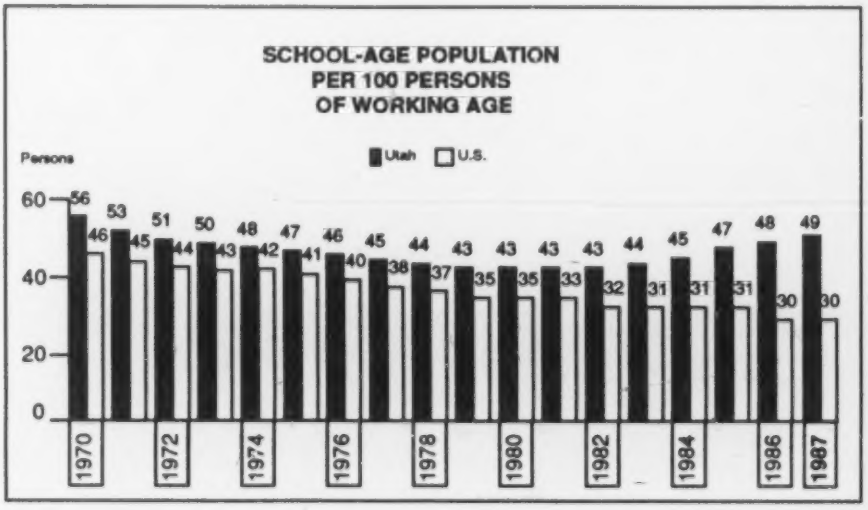
INTRODUCTION

Public education in Utah has made excellent progress during this past year. Our schools continue to be the most productive and cost-efficient in the nation, and the quality of learning in them has also improved this past year in many important areas. Faced with the most unique combination of demographic and financial concerns anywhere in the United States, Utah's schools have continued to meet the challenge of providing our youth with the best possible education at the least possible expense. To do this has required massive changes in how education is structured and how learning takes place, and Utah's teachers and educational administrators have responded positively and enthusiastically to adopting and adapting the best educational reforms available for implementation in the classroom and administrative offices.



Utah has some demographic features which create a unique environment. Between 1980 and 1988, Utah's population increased at an annual average growth rate of 1.9 percent which was almost twice the national average of 1.0 percent. However, from 1987 to 1988, Utah's population increased at an annual rate of .9 percent, which was the lowest rate of increase since 1964. This rate was slightly lower than the national growth rate for that year. In fact, Utah population growth has considerably slowed in the latter part of the eighties for two reasons--out-migration and declining birth rate.



Two factors which influence any national measures of Utah are the large household size and the relatively young age of the population. Utah households tend to be larger than the average for the nation because of the high birthrate and high number of children per family. Consequently, Utah has the largest household size of any state in the country with 3.19 persons per household compared to a national average of 2.69.

Changes in School Age Population and Current Expenditures per Pupil:
Utah Compared to National Averages

	1975	1980	% Change 1975-80	1987	% Change 1975-87
School Age Population (000)*					
U.S.	51,044	47,407	(7.1)	45,290	(11.3)
Utah	322	350	8.7	445	38.2
Current Expenditures per Pupil **					
U.S.	1,365	2,272	66.4	3,977	191.4
Utah	1,024	1,657	61.8	2,415	135.8
National Ranking	45	47	NA	50	NA

* U.S. Dept. of Commerce, Bureau of the Census, Population Estimates, Unpublished Tabulations.
** U.S. Dept. of Education, National Center for Education Statistics, Digest of Education Statistics and "Common Core of Data" Surveys.

Utah's young population is perhaps its most unique characteristic. The median age in Utah is 25.5 years while the national average is 31.7. Utah ranks second among the states in the percent of the population under 5 years of age and first in the percent of the population between 5 and 17 years of age. As a result, Utah ranks fifty-first in the percent of the population 18 to 64 years of age and fiftieth in the 65 years and over age group. This means that a high proportion of Utah's population receives educational services while a low proportion of its population pays for them.

For the third consecutive year, fall enrollment estimates were slightly higher than the actual additional number of Utah students entering the system. The total student (K-12) enrollment for 1988-89 is 429,551, an increase of 6,165 students. Despite this increase, only two new building starts were made, reflecting the fact that Utah schools have redirected their funds from buildings to operating costs.

PUBLIC EDUCATION
Enrollment Projections
1988-89 through 1992-93

School Year	Fall Enrollments	Increase over Previous Year
1989-90	435,156	5,477
1990-91	440,006	4,850
1991-92	442,849	2,843
1992-93	443,069	220

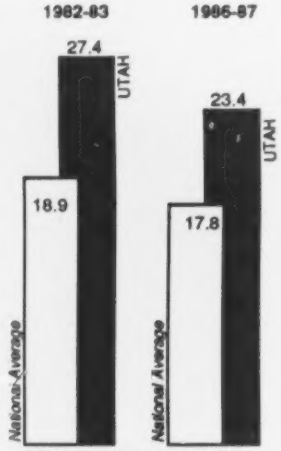
Utah has some serious challenges ahead of it regarding funding for its schools. Utah currently ranks fiftieth in per pupil expenditures in the country. Utah has dropped in its ranking from forty-fifth in 1975. The major reason for this drop is because the school population has increased in Utah by 38.7 percent while it has decreased nationally by about 10.3 percent in the same time period. This population increase has created serious funding problems for the state.

Legislators have expressed their concern for teacher salaries by implementing a career ladder program which increases teacher salaries by rewarding those who are most capable and most willing to work. Utah teacher salaries (excluding career ladder funds) currently rank forty-third in the nation. For 1987-88, the estimated average teacher salary nationally was $28,044, while the final average estimated Utah salary was $22,572. Those teachers receiving career ladder funds received about $1,919 more dollars in salary than the contracted amount.

NUMBER OF PUBLIC SCHOOLS
(OCTOBER 1987)

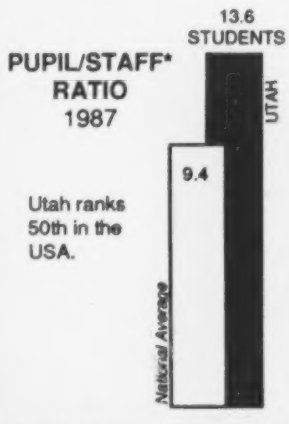
Elementary Schools	442
Middle Schools	37
Junior High Schools	77
Senior High Schools (10-12)	40
Jr.-Sr. High Schools (7-12)	24
Four-Year High Schools	36
Special Schools	64
Alternative High Schools	12
TOTAL	732

STUDENT-TEACHER RATIO



*Utah continues to have the nation's **highest** ratio of students per teacher in the USA.*

PUPIL/STAFF* RATIO
1987



Utah ranks 50th in the USA.

*Teachers and Administrators

Utah has a basic foundation program which is equalized. However, the formula provides increased funds for students with handicaps, students who take vocational classes, and for districts with necessarily existent small schools. Through the voted leeway program, local districts may vote to increase local taxes by ten mills to provide additional funding for those programs the district views as necessary. As a result of these differences in the formula, the amount spent per district varies considerably. For example, in 1986-87, Daggett District spent $5,371 per student for current expenditures, while Washington District spent $2,062 per student.

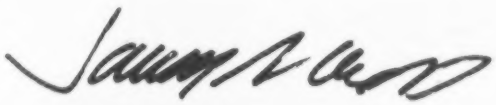
Last fall, there were three tax initiatives on the ballot which would have impacted the funding for education. The electorate defeated these initiatives with a major effort by some of Utah's most powerful business groups.There is still a strong influence in the community to reduce taxes. Utah tax rates on property tend to be low compared to the nation, with Utah ranking 34th in the nation as noted in the 1987 ACIR Report. Sales tax rates tend to be above the national average, with Utah ranking eleventh in the nation on state sales tax. Income tax rates are more difficult to evaluate. Based upon state individual income tax revenue per $1,000 of personal income in 1986, Utah ranked eleventh in the nation. Based upon per capita state individual income tax revenue, Utah collected $271.20 per person in 1985-86 while the nation collected $280.59.

These challenges of unique demographics combined with financial pressures will continue to face Utah's schools for several years to come, requiring the quest for educational excellence in our state to be undertaken under significantly greater constraints than are found in other states. Yet our educational system has made great progress this past year in addressing issues and reforming practices to insure quality is maintained.

This report describes what Utah's public schools system is doing to make major changes happen, and offers examples from throughout the state that document our progress. Divided into sections that focus on the most important questions asked about our schools, it is designed to provide factual and accurate information for government and business leaders, parents and others concerned about education. The questions are important:

How is funding affecting public education's responsibilities?
How are demographics shaping our decisions?
How are our schools becoming more accountable?
How is the quality of our schools increasing?
How are our schools becoming more productive?
How are our schools providing greater educational equity?
How are our schools planning for the future?
How are our schools becoming more innovative?
How are our schools enhancing economic development?

I am pleased to provide this report to the people of Utah on their schools, for the public schools of Utah really do belong to all of us - first to our students, second to their parents, and third to all of us who support education as an absolutely essential foundation for the quality of life we in Utah desire for ourselves and our families. I am proud of the wonderful teachers and principals and other key educational personnel who are causing the changes to happen, raising the levels of performance, and insuring a bright future for Utah's most important product - our children.



James R. Moss
State Superintendent
of Public Instruction

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HOW ARE OUR SCHOOLS BECOMING MORE ACCOUNTABLE?

In response to legislative and public concerns that our schools become more accountable for their efforts, the Utah State Board of Education in 1987 made assessment a top priority. Every facet of our system is verifying its accomplishments by collecting more information and reporting it more completely than ever.

Core Curriculum Assessment

Much progress is being made by the Utah State Office of Education (USOE) in the development of measurement instruments to support local school districts in assessing student performance based on Utah's new core curriculum for all grades kindergarten through twelve. These include end-of-level and end-of-course tests in mathematics, reading, and science, and supplemental test items coded to subject areas and grade levels of the curriculum.

The elementary end-of-level tests in mathematics are in the second year of implementation. Elementary reading and secondary mathematics tests will be ready in spring, 1989. Elementary and secondary science tests will be available one year later. All are being prepared with technical precision and are being field tested at least three times.

Test item pools in elementary math and reading, secondary social studies, and elementary music are being distributed this school year. Those in science, art, healthy lifestyles, vocational education, information technology, and language arts are still in process. Both the tests and the item pools are being generated by the State Office of Education with assistance from school districts, Utah universities, and both in-state and out-of-state research organizations. Teachers and districts will use this data for formal and informal day-to-day or unit-oriented student assessment.

These materials will provide long-term statewide feedback about student mastery of the core curriculum. They offer, for the first time, sound, easily accessible tools with which educators may gauge program strengths and weaknesses as well as those of individual students.

An example at the local level is Washington School District's program to expand its ability to measure student mastery of the core by developing randomly selected, criterion-referenced, computer-generated test questions and item pools of its own. These materials modify and build upon the state core assessment framework relating to local needs. The district is sharing this resource with other districts in southwestern Utah.

As a by-product of similar efforts, 16 of Nebo's 17 elementary schools are

5 MAJOR TYPES OF CORE ASSESSMENT PRODUCTS

- Conceptual Guides and Handbooks on Core Measurement
- End-of-level Tests (Elementary)
- End-of-course Tests (Secondary)
- Test Item Pools
- Training Materials

CORE ASSESSMENT
Elementary
End-of-level Tests

Subject	*Grade Levels*
Mathematics	1 - 6
Reading	1 - 6
Science	1 - 6

CORE ASSESSMENT
Secondary
End-of-course Tests

Subject	*Courses*
Mathematics	11
Science	8

CORE ASSESSMENT
Test Item Pools
School Year for Distribution

Subject	Elementary	Secondary
Mathematics	1987-88	1988-89
Reading	1987-88	
Social Studies	1988-89	Summer 88
Music	Summer 88	1988-89
Science	1988-89	1988-89
Art	1988-89	1988-89
Healthy Lifestyles	1988-89	1988-89
Voc. Education		1988-89
Info. Technology		1989/90
Language Arts	*(Direct Assessment Techniques are being piloted)*	

now using a district-devised packet to clarify for parents the minimum skill expectations being placed on their children. It also suggests ways parents can reinforce the learning process at home. This information is strengthening the bond between teacher and parent, and enabling the district to target inservice needs and teachers to target skills their classes need to review.

District Assessment Programs

Currently in the state of Utah, formal, district-wide achievement testing of various kinds impacts virtually every student in the system. Hundreds of thousands of achievement tests are administered each year for specific purposes. A recent survey of Utah school district activities in this area demonstrated that every school district in the state is operating an extensive program of norm-referenced achievement testing at multiple grade levels with formal assessment at no fewer than four grade levels in a given district and with some districts testing at all grade levels.

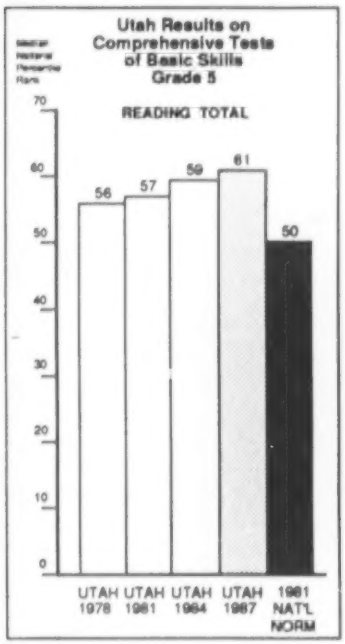
Utah and National ACT Results

Results for 1988 from the American College Testing Program (ACT) taken by over 15,000 Utah students (65 percent of last spring's graduating class of high school seniors) showed increases in both English and natural science that represent 22-year highs for our state. Utah performance was higher than the nation in English, natural sciences, social studies, and the composite score. Utah mathematics performance continued to trail national levels.

The ACT also found 73 percent of the Utah students evaluating their high school experience as either "good" or "excellent" compared to 69 percent in the national group. Scholastic Aptitude Test results for the 1,378 students who took the SAT (only six percent of Utah's class of 1988) showed an average verbal score of 498 compared to 428 in the rest of the nation and an average mathematics score of 536 compared to 476.

Utah and National ACT Standard Score Averages 1987 and 1988

TEST	UTAH		NATION	
	1987	1988	1987	1988
English	18.6	18.8	18.4	18.5
Mathematics	16.8	16.6	17.2	17.2
Social Studies	17.8	17.8	17.5	17.4
Natural Sciences	21.9	22.0	21.4	21.4
Composite	18.9	18.9	18.7	18.8



Utah Statewide Educational Assessment

Findings of the most recent comprehensive Statewide Educational Assessment of 1987 using the Comprehensive Test of Basic Skills show improvement in reading scores among 5th graders in every assessment since 1978. This includes a significant increase since 1984, indicating these students are scoring at a grade equivalent of 6.6, almost a full grade higher than the national norm. A similar gain was recorded for 5th graders in mathematics and for 11th graders in the areas of both language expression and mathematics.

Utah Quality Indicators Results

Data on student performance and attitudes in the Utah Quality Indicators program in 1986 suggest that although basic skill performance of Utah students consistently exceeds that of the nation as a whole, higher-level mathematics and writing skills are not being acquired to a sufficient degree by typical secondary students. Computer writing labs and renewed student interest in taking advanced math courses are helping to address these concerns.

District Report Cards

Greater accountability is also visible in the growing number of school districts which are sending "report cards" to better inform parents, civic leaders, and other members of the public. Though still used primarily in the larger, urban districts, this process is also spreading to smaller districts like Sevier and Washington.

Jordan District, for example, produces an annual report containing statistics on its students, staff, schools, finances, achievement, and services. It includes facts and figures about teacher-pupil ratio, the assessed valuation of district property, the high school dropout rate, and a message from the district superintendent describing current successes and the challenges the district faces.

Salt Lake City District's most recent "report card" took a more narrative form. It offered selected highlights of the past year's accomplishments of each elementary, intermediate, and senior high school. Granite District, on the other hand, featured such major district stories of the year as its new superintendent, its cooperative efforts with Jordan, a graphic picture of where its school dollars come from and go, and a glimpse of PTA-sponsored activities.

Teacher Certification Reform

The supply of teachers for the public schools of Utah is becoming somewhat less critical than it was several years ago because of a student enrollment count that continues to fall slightly below preliminary estimates. The expected total number of new teachers for 1987 was 116 for early childhood, 807 for elementary, 25 for middle school, and 774 for secondary certification, as well as 369 others planning to fill instructional media, guidance counselor, special education, and other ungraded positions.

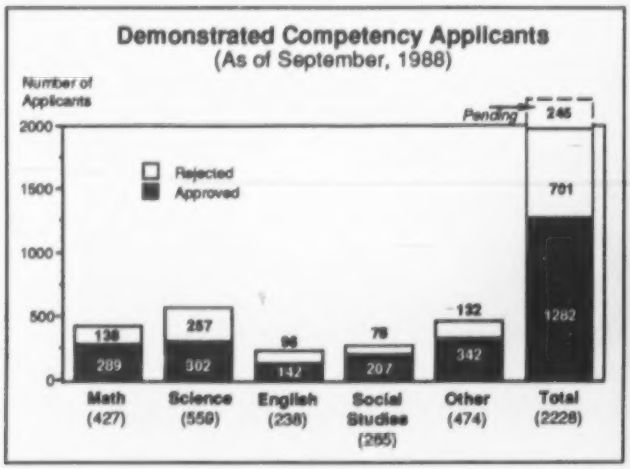
The total number of persons recommended for certification by Utah's six teacher training institutions in 1987 was 2,108, the highest since 1984. Brigham Young University continued to train more teachers than the other universities and colleges. Those accepting positions in Utah edged upward from the previous year to 49.7 percent. Teacher education programs at all six institutions are accredited.

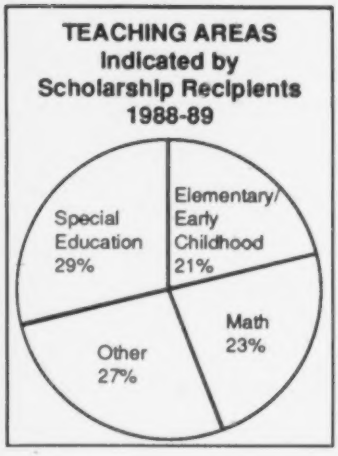
Teacher Candidates Graduating from Utah Universities 1985-87

	Recommended Certificates		Teaching in State		Percent Accepting Positions in Utah	
School	1985-86	1986-87	1985-86	1986-87	1985-86	1986-87
University of Utah	267	247	115	98	43.1	39.7
Utah State University	349	412	156	248	44.7	60.2
Weber State College	199	228	106	112	56.1	49.1
Southern Utah State College	143	169	71	88	49.7	52.1
Brigham Young University	902	1018	398	425	44.1	46.7
Westminster College	20	34	15	26	75.0	76.5
Totals	1870	2108	861	1047	46.0	49.7

Note: From 1986-87 50,117 teacher candidates graduated from the six institutions; 20,510 took jobs in Utah or 40.9%.

Demonstrated competency is making an important contribution. The number of applicants rose from 540 in 1987 to 1,247 in 1988. As of September 1988, 1,202 were approved, 588 were rejected, and 245 were pending. Those figures also indicate that while 289 requests in math were approved, 138 others were rejected. The range for science approval was 302 to 257; for social studies, 207 to 78; and for English, 142 to 96. More and more Utah teachers are thus expanding their potential field of expertise.





Successful completion of an approved university teacher-preparation program in a major, minor, or composite subject field is mandatory. The subject-specific exemption process (S.B. 166, passed by the 1988 Legislature) for those teachers who have taught a subject for more than three years is still in effect.

Teaching scholarships are continuing to attract bright, capable students to the teaching profession. This year, 82 students again received the Utah Career Teaching Scholarship. Ten of these were nominated for the Premier Scholarship which obligates them to certify in areas of critical need. Now in its second year, the Robert Byrd Scholarship Program made forty-eight $1,500 awards to cover the first year of college study.

Student Information System

Utah's integrated, computerized management system of student data, the Student Information System (SIS), is rapidly expanding. Under the direction of a statewide advisory committee consisting of elementary and secondary administrators, counselors, curriculum directors, and assistant superintendents from across the state, refinements to the system are moving the SIS beyond just grade reporting, student scheduling, and standardized test scoring. Today, an integrated telecommunications network is providing users throughout the state with immediate access to such subsystems as graduation evaluations, transcripts, and hourly attendance.

Official records can be easily transported from school to school and district to district. For example, student history records from Washington District could be available to a counselor at Murray High on the same day the student left St. George. The computer can evaluate graduation requirements and flag deficiencies which provide guidelines for changes in a student education plan. In most districts, hour-by-hour updating can provide immediate individual student attendance information to all offices within a school that have SIS data base terminals.

Districts and schools are finding varied ways to modify the potential of the system for their needs. Logan High counselors like the fact that they can easily spot the members of the current senior class who have exceeded minimum graduation requirements and show next year's seniors what they have left to do. Uintah's four secondary schools have been able to upload electronic rollbook data into the system for efficient grade reporting.

The new criterion-referenced testing and reporting system that is also driven by the SIS data base provides feedback to teachers, parents, and administrators regarding student mastery of the core curriculum. During the 1987-88 school year, more than 25 of Utah's 40 districts have utilized student, class, school, and district profiles and summary data that make immediately available groupings of passing and non-passing students for each

core standard. The regrouping of individual student test information from end-of-level spring testing into class profiles for the fall enables teachers to anticipate the strengths and weaknesses of their new classes.

Other Accountability Programs

The State Office of Education has implemented stringent time accounting procedures. All employees document their time in half-hour increments using codes that correspond to the nature of their work. They record it under the general categories of administration, development, technical assistance, inservice, monitoring, or flow-through. This is producing a detailed agency work record. A financial report is distributed monthly to division administrators breaking down current expenditures, encumbrances, and budget balances. These data are helpful in making management decisions and directing the work of the State Office to correspond with Board Goals and the needs of the school districts.

UTAH SCHOOLS ACCREDITED
by the Northwest Association of Schools and Colleges
and the Utah State Board of Education

	1986-87		1987-88		
School Category	No. of Schools	Enrollment	No. of Schools	Enrollment	Increase in Enrollment
Elementary	94*	40,510	99*	42,395	1,885
Jr. High/Middle	73	61,255	78	70,130	8,875
High School	99**	89,442	98**	91,974	2,532
K - 12	2***	375	3***	521	146
Special Purpose	16	5,403	21	6,941	1,538
Totals	**284**	**196,985**	**299**	**211,961**	**14,976**

* Includes 13 private schools in 86-87; 15 in 87-88.
** Includes 5 private schools in 86-87; 5 in 87-88.
*** Includes 2 private schools in 86-87; 2 in 87-88.

Utah School Accreditation

During 1987-88, the Northwest Association of Schools and Colleges accredited 143 Utah schools. In addition, the Utah State Board of Education accredited 84 elementary schools and 72 junior high/middle schools. All but three in the state are now fully accredited.

Although accreditation is not mandatory, 23 percent of our elementary schools, 71 percent of our junior high/middle schools, and 97 percent of our high schools have received full accreditation from the Northwest Association and the State Board.

Accredited schools complete an annual report each year indicating to the Northwest Association how their program measures up to ten established standards. In-depth, on-site reviews are conducted at least once every ten years. The standards deal with the education program, pupil personnel services, school plant and equipment, instructional media, recordkeeping, quality and improvement of programs, preparation of professional personnel, administration, teacher load, and student activities.

HOW IS THE QUALITY OF OUR SCHOOLS INCREASING?

Excellence continues to be the driving force behind our educational reform movement. Utahns believe that quality schooling is the most important resource we can give to our youth. Assurance of the best possible learning opportunities to meet the needs of each individual student is the ultimate purpose of our public school system.

Core Curriculum Excellence

HIGH SCHOOL CORE
Grades 9-12
(24 Units of Credit Required)

Subject Area	No. of Credits
Language Arts	3.0
Mathematics	2.0
Science	2.0
Social Studies	3.0
The Arts	1.5
Info. Technology (Computer Literacy)	.5
Healthy Lifestyles	2.0
Voc. Education	1.0
Electives	9.0

The cornerstone of that quality is Utah's Core Curriculum Program of Studies now being fully implemented in every public elementary and secondary school in the state. The K-12 core calls for mastery of skills and competencies in language arts, mathematics, science, social studies, the arts, computer literacy, healthy lifestyles, and vocational fields, plus electives. Rigorous yet flexible, it prepares Utah students for future success in our rapidly changing world.

Subject matter specialists in the State Office of Education Curriculum Section are holding full-day, on-site visits with local district staff and selected schools to identify exemplary programs and inservice needs. By mid-February, 1989, their visits to all 40 Utah school districts will have been completed. The core curriculum is stimulating major improvement in teacher attitudes and student mastery that suggests long-term benefits. For example, at J. R. Smith Elementary in Heber City, full implementation of the core at the second, third, fourth, and fifth grade levels is bringing about notable achievement gains in all subject areas.

USOE Core Curriculum Support Activities 1987-88

Number of Workshops Presented	372
Number of Districts Receiving Inservice	40
Number of Individuals Receiving InserviceTraining	16,305
Number of Technical Assistance Visits	981
Number of Instructors, Administrators, Parents, and Students Assisted	2,086

The site visitors from the state also discovered two-to-three-grade increases in Panguitch High School scores when holistic writing instruction takes place along with usage and grammar through writing and literature. They found that the natural, direct-acquisition approach to foreign language instruction is producing highly proficient Spanish speakers at Park City, Mountain View, and Spanish Fork high schools, and that Salem Elementary in Nebo District has an exemplary program in drug and alcohol prevention. Evidence is mounting that the core is leading to major enrichment on the local level.

Technology/Life/Careers

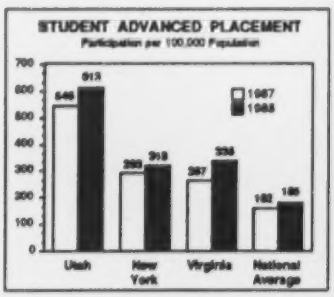
Technology/Life/Careers (TLC) introduces seventh and eighth graders, to a variety of vocational careers and is gaining popularity among students and teachers alike. Developed in 1986 by the State Office of Education and a consortium of local districts, it is becoming a nationally-known model for programs of this kind.

TLC has three components: Industrial Arts/Agriculture (such as fiber optics, robotics, and hydroponics); Business Education/Marketing (such as electronic office skills and computerized accounting); and Home Economics/Health Occupations (such as microwave cooking, textile technology, and paramedic skills). Career guidance is an integral part of TLC experiences with counselors playing an active classroom role to lead Student Education Plan activities.

The Industrial Arts/Agriculture component, for example, began at seven school sites three years ago and is now being taught in a total of 46 schools in 12 districts. Butler Middle School in Sandy, the TLC pilot site, now has Technology Lab 2000. This program lets students explore over 20 activities ranging from rocket-thrust testing to computer flight simulation, giving them a realistic grasp of the high tech careers of the 21st century.

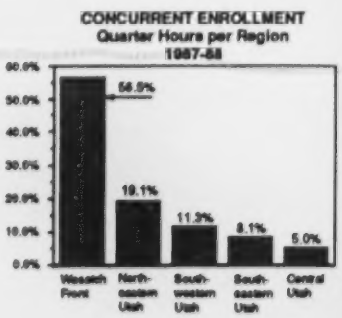
Advanced Placement Program

The high degree of success of Utah students participating in the Advanced Placement Program is another strong indicator of educational excellence in our state. Utah continued to show increases in every facet of the AP program in 1988 when 5,831 students participated with an unprecedented passing rate of 70.7 percent. In 1988, Utah students led the nation by taking 613 exams per 100,000 people in the general population compared to second-ranked Virginia with 336. District costs continued to fall. The AP program remains a good investment in quality education for both school districts and students.



Concurrent Enrollment

Now in its second year, Utah's Concurrent Enrollment Program is serving all regions of the state. Some courses are held at colleges and universities, others at regional centers, and many on high school campuses. Still others are taken via telecommunication. In 1987-88, 2,425 students statewide enrolled for 23,402 quarter hours of college credit. Davis District had the most participants (212) with Washington (205) and Carbon (175) close behind.



Programs for the Gifted

As a result of the Seventh World Conference for Gifted Children held last August in Salt Lake City, and the State Board Advisory Committee's efforts to have a coordinator appointed in each school district, programs for gifted and talented students are receiving a resurgence of statewide attention. The annual Intermountain Gifted and Talented Conference continues to promote a positive climate for the sharing of gifted education, ideas, and practices.

The nine largest school districts in Utah have very qualified educators willing to help smaller districts around the state in their efforts to improve opportunities in gifted and talented education. This cooperative attitude enhances the quality of education for all students.

Outcome-Based Education

Outcome-based education (OBE) remains a primary catalyst for educational quality. OBE increases student learning by focusing on specific outcomes to assure systematic, sequential progress through the curriculum. It has not only brought fresh excitement into the teaching-learning process but has also become a proven vehicle for implementing the core and applying the results of educational research.

Most Popular OBE Workshops

Workshop Topics	Number of Teachers Participating
Assertive Discipline	6,488
Essential Elements of Instruction	4,335
Mastery Learning	3,875
Direct Instruction	3,672
Curriculum Alignment	3,412
Mastery Teaching	3,313
Core Curriculum: Mathematics	3,109
Learning Styles	3,010
Clinical Supervision	2,869
Computer-Managed Instruction	2,861

A statewide survey in 1987-88 found all 40 districts using OBE to some degree with at least 6,796 teachers and 163,832 students actively involved. Sixty-eight schools claimed more than four years of OBE implementation. The 1987-88 Institute for School Improvement reported providing more than 7,000 person days of OBE training to educators. Increased quality of instruction was the OBE-related benefit most often cited by the schools surveyed.

The survey revealed that the 6,796 involved teachers took an aggregate of 68,978 training workshops for an average of approximately 10 workshops per teacher. Each of the ten most frequently attended workshops drew more than 2,800 classroom teachers. With the exception of mastery teaching, these same workshops drew the most participation from administrators.

The survey cited qualitative as well as quantitative OBE benefits. It credited OBE with sparking curriculum modifications in varied subject areas ranging from

world geography and ancient world studies in Alpine District to chemistry, biology, and other science courses in Grand School District. Mathematics was cited more often as being strengthened by OBE than any other single subject. Daggett District educators indicated that OBE has given them a deeper conviction that all students are capable of achieving.

Graduation Requirements

The 24-unit requirement for high school graduation is assuring for Utah students an education as high in quality as any in America. No state requires more total credits than Utah, and only four demand a greater number of specific courses. More precise requirements at the middle level are providing a stronger foundation for students to excel in the senior high core and elective courses.

Evidence is mounting that more tenth, eleventh, and twelfth graders than ever before are voluntarily enrolling in extra academic classes. Since 1984, the percentage of high school seniors who have taken a foreign language rose from 11.6 to 39.0. Thirty-five percent have taken three years of math. The percentage of high school seniors who have specific, selected courses is higher in each case than it was a year ago.

In 1987-88, the high school graduation requirements of nine local school districts exceeded the 24 units mandated by State Board policy. Fourteen provided for more than nine elective units. Twenty-seven required an extra year of English, four an extra year of math, and four an extra half-year of healthy lifestyles. Garfield District required an extra year-and-a-half of vocational education.

Various districts are imposing unique requirements beyond the core that enrich the education of their own students. Davis asks students to add one unit selected from language arts, math, science, or social studies. San Juan students earn a half-year credit specifically in reading. Garfield requires a unit each of communications, economics/American government, and responsible parenthood.

Percentage of Utah Seniors Taking Selected Specific Courses 1987-88

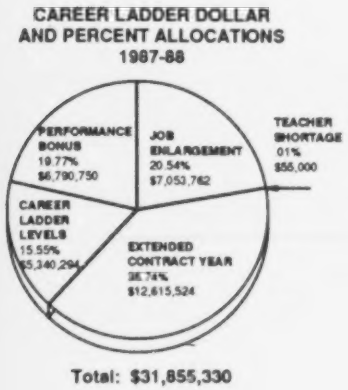
Course	1987	1988
Algebra I	87.8%	88.4%
Algebra II	61.9%	63.2%
Geometry	64.6%	66.4%
Trigonometry	31.9%	33.0%
Calculus	11.0%	11.2%
Applied Math	25.2%	26.8%
Physics	16.4%	18.8%
Chemistry	33.6%	38.0%
Applied Science	33.9%	35.9%
Computer Science	36.9%	43.4%
Honors/AP History	19.2%	20.8%
Honors/AP English	26.6%	27.6%
Honors/AP Math	12.1%	13.1%
Honors/AP Biology	9.2%	10.5%
Honors/AP Chemistry	4.8%	5.3%

Total Credits Required for Graduation
(As Determined by Individual Districts)

Units of Credit Required	24*		25		26		27		28	
Number of School Districts	1986-87	87-88	1986-87	87-88	1986-87	87-88	1986-87	87-88	1986-87	87-88
	27	31	2	1	3	2	2	1	6	5

* Minimum Required by Utah State Board of Education

Teacher Career Ladders


CAREER LADDER DOLLAR AND PERCENT ALLOCATIONS 1987-88
PERFORMANCE BONUS 19.77% $6,790,750
JOB ENLARGEMENT 20.54% $7,053,762
TEACHER SHORTAGE .01% $55,000
CAREER LADDER LEVELS 15.55% $5,340,294
EXTENDED CONTRACT YEAR 36.74% $12,615,524
Total: $31,855,330

During 1987-88, Utah's fourth career ladder year, the program continued to operate as a five-part statewide teacher compensation system that allows for local modifications that improve teacher performance and retention. During that year, Far West Laboratory for Education Research and Development completed a formal evaluation of the state's career ladder system.

This study found more frequent and better quality teacher evaluations to be the most valued benefits of the career ladder program. Other benefits were strong support from Utah superintendents, principals, teachers, and school board presidents; differentiated pay for teaching excellence and expanded work responsibilities; and a better learning climate because teachers are encouraged to use their skills more effectively. There is a strong belief that career ladders are making teaching a true profession in which salary, responsibility, and prestige increase over time.

The study also revealed that as district career ladder programs continue to accommodate themselves to local needs, they are not only a highly flexible means to reward excellent teachers but also serve as an incentive to others who are moving toward excellence.

Career ladders are generating significant new tools to improve local personnel practices. For example, Weber District is currently piloting a customized evaluation instrument for its library media personnel. Salt Lake City District's innovative program that blends teacher internships, professional development schools, and clinical instructorships grew from the career ladder concept. In collaboration with the University of Utah Department of Educational Studies, it trains ten percent of its district teachers to become career ladder teachers who in turn train members of their own faculties. School-based management and ownership in instructional improvement is resulting from this experimental program.

During 1987-88, Parkview Elementary, Rosslyn Heights Elementary, and Washington Elementary served as professional development schools for 25 elementary education students who acted as observers, aides, and student teachers. Northwest Intermediate and South High served as pilot professional development sites for five secondary teacher interns.

Sevier Valley Tech Area Vocational Center has expanded its 1988-89 career ladder performance bonus criteria to include credit for inservice; college classes; study of professional literature; community involvement; organization leadership; serving on an accreditation committee, a public board, or as a teacher mentor; and work experience related to the person's instructional field. Such flexibility is another important reason for Utah's career ladder success.

Utah Principals Academy

For the fifth year, the Utah Principals Academy is fostering quality at the administrative level by providing professional development opportunities for over 100 principals from all over the state. Recognizing that the principal is the primary determining factor in the quality of his/her school, the Academy acts as a resource to develop the management, instructional, and leadership skills of active principals.

During 1987-88, 41 principals were accepted into the Fellows Program that involved them in an intensive program of inservice with emphasis on effective school strategies. The Academy is playing an increasingly vital role in helping Utah's practicing school principals to remain on the cutting edge of their profession.

Utah's Principals Academy

	1985	1986	1987	Totals
Number of Academy Fellows	41	42	44	127
Workshops/Seminars Involving Academy	27	30	27	84
Number of Attendees*	902	1165	987	3054

* Participants other than Fellows

HOW ARE OUR SCHOOLS BECOMING MORE PRODUCTIVE?

Utah is responding to the need to be as productive as possible in conducting the business of its public school system. At the state, district, school, and classroom level, Utah is learning to make wiser decisions, to waste less and invest more, and to carefully monitor its use of buildings, of people, and of revenue to make sure that every education dollar it invests works harder than ever before. Savings are being carefully realigned in anticipation of future needs and outcomes.

Productivity Projects

The Utah State Office of Education Project Assistance Section is building productivity through restructuring schools and classrooms for maximum flexibility, networks between home and school, partnerships with the community, innovative staffing, participative school management, and processes that accelerate student learning and assess its progress.

The 1987 Legislature appropriated $1,437,700 for specific studies that "teach an increased number of students with a limited number of dollars while maintaining or increasing program quality." Twenty-seven instructional planning, replication, or innovative/developmental projects were funded through the State Office during 1987-88.

Among those projects relating to innovative or differentiated staffing was one in Logan to implement classwide peer tutoring that involved almost 1,000 students in its regular schools. North Sevier High School received

funds to effectively reschedule its school day. Alpine won funding to launch a laser disc math program for disadvantaged and transfer students.

Technology projects for 1988-89 also promise to save time and enhance quality at the same time. One is enabling Wayne County to equip a school bus, which transports 50 students a day for one hour each way, to show audio-visual programs of Spanish, local ecology, and math drills. Kane District is building a cooperative arrangement between the high school business department and several local business firms. Using modern office tools, students will receive realistic work assignments via modem and return them for use by the companies after they are completed.

Extended Year and Day Schedules

EXTENDED YEAR COMPARISON
Utah and California

	UTAH	CALIFORNIA
Total Number of School Districts	40	1,025
Number of Districts Operating YRE	8	69
Percent of Districts Operating YRE	20%	6.20%
Total Number of Schools in State	729	7,125
Total Number Schools Operating YRE	41	392
Percent of Schools Operating YRE	5.60%	5.50%
Total Number of Students in State	429,551	4,888,000
Total Number Students on YRE	33,633	350,141
Percent of Students on YRE	7.80%	7.20%
YRE Incentives to Districts	*P&D Grants	$153 extra per ADA
Secondary Schools on YRE	-0-	50
Number of Schools on Single Track YRE	1	130

*Productivity and Development

EFFECTIVE FACILITY-USE MODELS
1988-89
(AS OF SEPTEMBER, 1988)

District	No. of Schools	Extended Year Students	Extended Year FTE	Extended Day Students	Extended Day FTE	Total Students	TOTAL FTE
Alpine	15	3,213	122	8,080	298	12,921	477
Box Elder	5			2,255	86	2,255	86
Cache	1			844	27	844	27
Davis	7			6,128	224	6,128	224
Granite	10	8,770	224			8,770	224
Jordan	19	15,486	603	942	32	16,428	635
Nebo	4	451	18	1,099	40	1,550	58
Ogden	2			320	12	914	36
Provo	3	2,425	97			2,425	97
Salt Lake City	1	637	29			637	29
Sevier	2			618	21	1,204	45
Wasatch	3			1,267	51	1,267	51
Washington	7	1,955	78	2,461	81	5,410	191
Weber	8			4,030	162	4,030	162
TOTALS	**87**	**32,937**	**1,171**	**28,044**	**1,034**	**36,739**	**1,308**

Modifications in Utah's school schedules are putting Utah's school buildings to work more steadily for a greater number of students than ever before. During the 1988-89 school year, a record 1,311 teachers in 41 elementary, extended-year schools across the state are serving almost 34,000 pupils. Forty-three other elementaries are operating extended school days that affect an added 1,038 teachers and 28,003 students.

Portable classrooms continue to make our schools more flexible and sensitive to shifts in the population within a single city, a neighborhood, or an individual school. Such accommodations of change are symbolic of Utah's response to recent enrollment increases. Utah now has the nation's highest percentage of its students and schools on a modified schedule.

Assigning a school's enrollment to multiple semi-concurrent tracks on the annual calendar or running one full school day in the morning and another in the afternoon are allowing schools to serve a significantly larger number of students. Sometimes an elementary teacher can specialize in his/her fields of strongest preparation and greatest personal interest. In both instances, students benefit. Although no district has yet placed a high school on an extended year schedule, Washington, Jordan, and several other districts are studying the feasibility of extending the school year at the secondary level.

Extended year schedules are proving to be very good for both students and teachers. For low achievers, shorter breaks throughout the year necessitate less "catch-up" learning and more reinforcement opportunities. Gifted students can use intersessions for out-of-classroom enrichment activities and mini-courses offered at community recreation facilities. The 60-15 plan motivates the faculty at Alpine District's Bonneville Elementary to organize more sequential lessons and encourages more sustained teacher-student relationships. They also find that the frequent 15-day breaks often resolve student behavior problems which would otherwise linger on throughout the year.

School Volunteerism

The use of volunteers to provide supportive help for students and teachers is another productive facet of today's school world. Since the Governor's ALERT program emphasized volunteerism in 1986, budgetary constraints have combined with large class sizes to bring about better awareness of volunteerism as a major community resource that can significantly enhance educational excellence.

In 1988, the State Office of Education developed a Master Plan for Implementing a Statewide Volunteer System that supports the goal of the State Board to increase public and parent involvement in education. The five phases of the plan are to increase awareness of the potential of volunteerism to increase student achievement; to train volunteers; to build volunteerism partnerships with the home and community; to set up model volunteer programs; and to evaluate program effectiveness.

During 1987-88, the state volunteer specialist held two-day training sessions to train approximately 830 educators from Davis, Weber, Alpine, San Juan, Grand, Emery, and Washington districts in setting up local volunteer programs. The goal is to have a volunteer coordinator in every district in the state.

The role of volunteers in enriching classroom instruction and performing supportive out-of-classroom tasks is receiving emphasis, as is the effort to involve working parents. A statewide survey is currently being done to determine how much volunteerism is currently taking place, who is volunteering, and the quality of volunteer service as it now exists. The training materials describe over 150 ways in which volunteers can help.

Technology Applications

The application of technology to the education process is generating outstanding productivity for public education in Utah. Interactive laser videodiscs are linking districts to targeted teacher and subject resources.

More and more districts are streamlining their purchasing functions and submitting their transactions to the State Office mainframe computer for weekly updating. Alpine District is initiating a statewide cross-referenced media index to correlate Utah Film and Video Consortium holdings to the state core curriculum. A computerized network that will give school media centers direct access to university, college, city, and county libraries throughout the state is also being proposed.

An integrated distributed data processing system is being developed to provide a totally compatible network of services that will eventually become the Utah Network of Educational Systems (UNES), linking all local school districts together. UNES programs must show cooperative efforts to maximize the use of funds, have potential statewide impact, and demonstrate exemplary practices.

Collaboration and Cooperation

Collaborative and cooperative efforts among districts are proliferating as a cost-effective alternative to consolidation.

Every school district in the state is cooperating in some way with one or more of the districts adjoining it. Some common examples are the sharing of pupil services, driver education, building maintenance costs, transportation, and community facilities. Because of overcrowding, 2,238 Jordan students are enrolled in Granite schools at the present time. Joint operation of an alternative high school for disadvantaged students is saving Ogden and Weber districts an estimated $100,000 in utility costs.

Districts are also cooperating to meet special education needs. For example, Logan elementary schools are housing 38 students from Cache this year who are behavior disordered, severely multiple handicapped, intellectually handicapped, and deaf/blind. Eight middle school students who are severely multiple handicapped attend Mt. Logan Middle School. Five severely intellectually handicapped students from Logan are attending Cache's Mountain Crest High School. Cache is also serving the needs of Logan's preschool children who are moderately to severely handicapped.

The USOE is coordinating inservice science training through the holding of monthly meetings of district and regional science educators. Teachers in adjoining districts are participating in local workshops, and underendorsed science teachers are obtaining the training to meet certification requirements. Similar inservice coordination efforts are being planned in other fields as well.

Regional Service Centers

Utah's four regional education service centers are continuing to provide leadership for local reform efforts in such areas as warehousing, purchasing of equipment and supplies, coordination among superintendents from member districts, and distance accelerated learning. The centers are also working cooperatively to develop an automated film inventory system that will save 40 percent of the time now involved and promises to increase intra-center loans.

School Districts Served by Regional Service Centers

RICHFIELD CENTER	HEBER CENTER	PRICE CENTER	CEDAR CITY CENTER
Juab	Daggett	Carbon	Beaver
North Sanpete	Duchesne	Emery	Garfield
Piute	Morgan	Grand	Iron
Sevier	North Summit	San Juan	Kane
SouthSanpete	Park City		Millard
Tintic	Rich		Washington
Wayne	South Summit		
	Uintah		
	Wasatch		

HOW ARE OUR SCHOOLS PROVIDING GREATER EDUCATIONAL EQUITY?

Utah's public school system is making progress in providing educational equity. Handicapped students are being mainstreamed into regular schools and classrooms with an unprecedented rate of success. Students in rural areas are gaining access to the full range of curriculum offerings enjoyed by their urban counterparts. Equal opportunity for all students, regardless of race, creed, gender, or socio-economic status, is improving.

Services for Students At Risk

The USOE's Services for Students At Risk Section assisted in the education of more than 42,000 Utah students during 1987-88 who had special needs because of certain handicapping conditions. The section also serves other young people who are at risk of educational failure because of family illiteracy, abuse, poverty, migrancy, chronic truancy or dropping out of school, substance abuse, teen pregnancy, problems with the court system, and other disadvantages.

The Master Plan for Services for Students At Risk, released in 1988, represents almost a year of interagency development among educators, State Board of Education members, and representatives of other departments of state government. The plan asserts that our educational system must ensure all students, including those at risk, an appropriate and effective education that enables them to function successfully as an individual, in society, and as a contributing member of the community.

A three-day conference held early in 1988 focused statewide attention on the challenge to implement federal Public Law 92-142 which extends the right to a free/appropriate education to children three-to-five years of age.

Number of Students Served in **Special Education** by *HANDICAPPING CONDITION*
(Ages 3-21) 1987-88

Intellectually Handicapped	2,809
Severe Intell. Handicapped	516
Specific Learning Disabilities	17,275
Behaviorally Disordered	10,009
Deaf	25
Hard of Hearing	191
Speech/Language Impaired	8,103
Mild Hearing Impaired	55
Orthopedically Handicapped	195
Other Health Impaired	297
Visually Handicapped	120
Severe Multiple Handicap.	1,041
Deaf/Blind	8
Autism	39
Preschool 3-5 Noncategorical	2,158
TOTAL	**42,841**

The event offered a forum for the concerns of pre-school/early childhood service providers. Interactive involvement to address the critical needs of young people of all ages and in all categories of risk is spreading among students and families, government agencies, and the education and business community.

Progress in Mainstreaming

Utah is rapidly meeting the federal mandate to educate all students in the least restrictive environment by 1990. Last spring marked the end of Utah's three-year mainstreaming project to develop models for educating at least 85 percent of Utah's mild to moderately handicapped students in the regular classroom setting. The goals of the project called for permanent reversal of the traditional "pull-out" system; the use of instructional strategies effective for all at-risk students; an end to the need for sorting, negative labeling, and perpetual failure cycles; and a schoolwide philosophy that all children can learn.

Results from elementary pilot schools indicate that successful learning of all or nearly all high-risk students, particularly in the earlier grades, is possible. It is being verified by student performance data from an ongoing curriculum-based assessment process. The project used a combination of outcome-based education, Principles of Effective Instruction strategies, and paraprofessional aides.

Four years ago at Morgan Elementary, no special education students were mainstreamed 100 percent of the time. Today, 84 percent of them are. From 1986 to 1988, the referral rate dropped from 50 percent to 29, and special education placements fell in proportion from 34 percent to 25. Substantial evidence suggests that when the stigma of separateness is removed, achievement levels of special students rise and can even exceed those of regular students. Forty Morgan fourth graders, including two handicapped children, are doing cross-age tutoring of first graders. At Morgan Elementary, regular and special education are no longer separate programs.

Distance Telelearning

Technology is becoming a dynamic catalyst for educational equity and quality by effectively closing the gap that formerly existed between rural and urban curricular resources. The Distance Accelerated Learning Program (DALP), the result of an innovative partnership of the State Office of Education, Bonneville International, and the IBM Corporation, in 1985-87 brought a beginning Spanish course to thousands of Utah students via television. DALP brought nationwide recognition to Utah for its pioneering efforts in educational technology.

Example of Rural School Day
TELECOURSE SCHEDULE

7:20-8:05 a.m.	Career English
8:10-9:00	Advanced Algebra
9:05-9:55	College English
10:00-10:50	Calculus
10:55-11:45	College Biology
11:50-12:30 p.m.	Marketing
12:35-1:25	A.P. History
1:30-2:20	French II
2:25-3:15	Psychology

Telelearning models of various other kinds are now taking hold in different regions across the state. For example, a two-way audio-video microwave system is enabling students at rural East Carbon High School to receive such classes as Shakespeare and calculus from Carbon High School in Price and the College of Eastern Utah (CEU) with immediate, live, two-way interaction. Duplex audio-video transmission is being funded to link Emery County's Green River High School to Carbon's system.

Fiber optic cables will soon expand the capabilities of this system for simultaneous broadcasting of several CEU classes. Independent two-way audio-video and data telephone transmission is also linking the San Juan District high schools in Monticello, Blanding, Montezuma Creek, and Monument Valley via microwave for interactive access to CEU courses and some classes taught on-site at San Juan and Monticello high schools.

The West Desert K-12 school is receiving audiographic sound transmissions of channel 7 classes from Tintic High School in Eureka via phone lines. Facsimile machines facilitate immediate exchange of tests and other written materials. Audiographic transmission of AP French, German, and physics classes from Brighton High to Hillcrest, Jordan, and Bingham high schools is providing advanced placement instruction to an additional 60 to 80 accelerated students at half the cost of a regular teacher at each site. Some participating students are earning higher grades than the regular college students who take these courses.

A Distance Learning Task Force, composed of key technology, public and higher education, and regional center representatives, has been formed by the USOE to examine existing technologies, make a statewide needs and resource assessment, recommend long-range applications in alignment with its findings, and generate a five-year plan for implementation and evaluation. In this way, Utah can be assured that educational technology is developed with statewide congruence and cost-effectiveness.

Equal Opportunity Programs

The USOE Educational Equity Unit's efforts to reduce the impact of gender, ethnic, and socio-economic discrimination on academic achievement are producing notable results. Coalitions and consortiums are building stronger ties between school districts and higher education on behalf of quality educational opportunities for students from minority backgrounds. Utah and national ACT test results will soon be available by race and gender for the first time.

The Mathematics, Engineering, and Science Achievement (MESA) Program is making major progress in enriching the academic experiences of junior and senior high minority pupils and encouraging them to graduate prepared for the challenge of university studies. Participation has increased in three years from 60 students in two schools to 302 students in seven schools. Females continue to be more active in the program than males. In several schools, MESA scores in math concepts on the Stanford Achievement Test are exceeding both district and national averages.

During 1987-88, 138 University of Utah education students spent ten hours each doing field work as tutors of students at MESA sites in Granite, Jordan, and Salt Lake City districts. These tutors provided valuable role modeling of the university minority student as well as worthwhile instructional assistance. The "Teen Power" program, correlated to core curriculum health education standards and objectives that teaches self-esteem to adolescents, was completed in 1988.

A grievance relating to textbook material about Native Americans added criteria to the review process of the Utah State Textbook Commission. Henceforth, the issues of stereotyping, gender bias, and realistic content and illustrations regarding minorities will be considered by the Commission in all textbook evaluations. The first Fremont Indian History Summer Institute was held in collaboration with the Fremont Indian State Park in 1988. This event inserviced over 150 teachers and administrators from across the state in the K-12 core curriculum in Indian Studies.

Adult Education

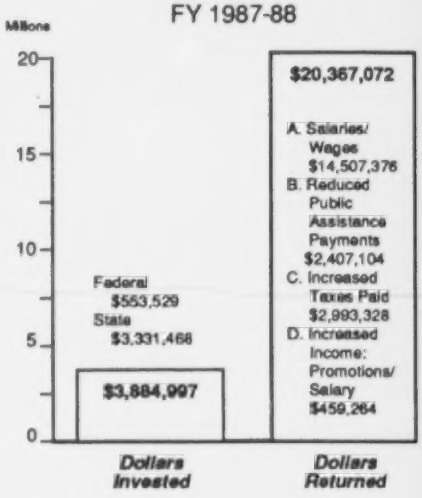
Adult education and training services are meeting the unique educational needs of Utah adults and youth beyond the age of compulsory school attendance who have either completed or interrupted their formal education. The program enables all adults to acquire basic literacy skills, including English as a second language, that are necessary to succeed in our society; to continue their education to at least the level of a high school diploma; and to secure training that will enable them to become contributing, productive, and responsible citizens.

A minimum of 21.5 percent of Utah adults (approximately 200,000, according to latest census data) lack a high school diploma and/or basic literacy skills. A minimum of 50,000 Utah adults (age 25 and over) have less than a ninth grade education. Unemployment is highest among Utah's

adult ethnic/racial minorities. It ranges from 6 percent of white non-Hispanics to 15.5 percent for American Indian/Alaskan Natives (1987 data).

During 1987-88, 20,025 persons attended adult basic and adult high school completion classes; 2,536 completed adult basic education (levels 1-5 reading, writing, and information technology classes); 1,799 obtained a high school diploma; 3,498 passed the General Education Development (GED) test; 2,082 obtained a job; and 600 were removed from public assistance. Adult education services continue to be a very productive investment for our state with social as well as economic benefits of lasting value.

Adult Education and Training Services
FY 1987-88



Note: For every $1.00 invested, our state receives $5.24 in saved, earned, or returned income.

HOW ARE OUR SCHOOLS PLANNING FOR THE FUTURE?

Moving public education in Utah into the future requires coordinated planning by each component of our system to equip today's children for satisfying lives in the next century. Directing our efforts must be the belief that all students have something valuable to contribute to our society and that preparing them to do so is our most important responsibility.

Strategic Planning Commission

A Shift in Focus

In December, 1988, the State Board of Education received the long-awaited report of the Strategic Planning Commission. The Commission was appointed in 1986 to chart a long-range path to guide the progress of Utah schools into the next century. Entitled "A Shift in Focus," this report calls for a fundamental restructuring of Utah's public education system and assigns an active role to the home and the community as well as to the school and its personnel to bring about this change.

The report states that the mission of public education is "to empower each student to function effectively in society as a competent, productive, caring, and responsible citizen." It challenges students to become full partners in their pursuit of learning and the schools to provide measurable instructional outcomes, a positive learning climate, and sensitive professional educators. It also calls for increased learning and productivity through technology.

The student-focused educational system envisioned by the Commission calls upon students to take active responsibility—with teachers and parents

or other adults—in assessing needs, setting goals, reviewing progress, and making a personalized Student Education Plan each year to guide them through their educational experiences. The new system will be driven by clearly identified educational outcomes to which existing resources will be reallocated.

State Office Master Planning

To provide leadership that assures the progress of our whole system in the same direction, the State Board of Education has adopted a Two-Year Operation Plan for 1988-89. This plan identifies six goals to help our school system to become the most cost-efficient one in the United States and to develop adequate and equitable funding to provide quality education. In addition to assessment, those goals are the utilization of physical resources; curriculum reform; enhancing teaching as a profession; increased public and parent involvement; and vocational-technical education planning.

During the past year, the three divisions of the State Office of Education have developed master plans that delineate their own missions, goals, and strategies in harmony with the statewide operation plan goals. The Development Division is focusing on long-range planning and calendaring, legislation and funding, development organization, research and information support, support to districts, assessment, technology, partnership/collaboration, and culture. It is nourishing a climate for change that will adapt for Utah's needs the new ideas that promise to increase quality and productivity with particular emphasis on technology.

A comprehensive survey of district inservice and staff development needs was begun by State Office staff during 1987-88. The resulting data following an in-depth state-level analysis will provide the State Board of Education with information for setting priorities for the coming year. The survey included inservice needs of teachers, principals, superintendents, and several related agencies. This data will enable State Office staff to plan more efficiently to meet local needs and realign their energies in accord with new Board priorities.

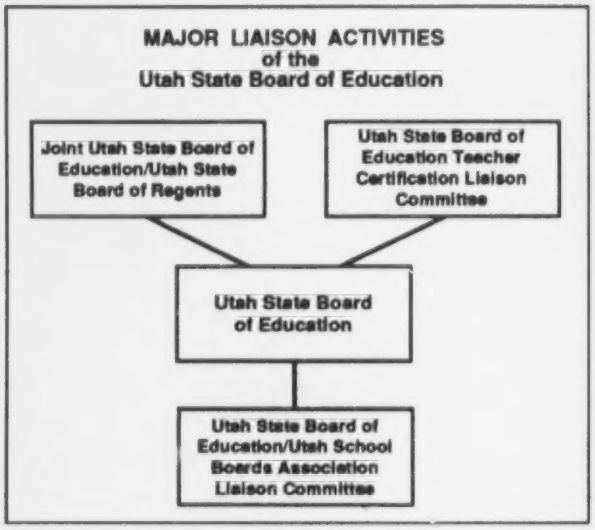
The USOE's Financial Master Plan incorporates each phase of the annual budgetary process for public education. It includes setting Board budget goals and priorities; holding Minimum School Program regional public hearings; making base budget recommendation to the Board; submitting the Board's request to the Governor and Legislature; reviewing and approving the Work and Minimum School programs; and conducting year-long review and approval of discretionary funding.

Utah's 1988-93 Vocational-Technical Education Master Plan identifies adequate vocational-technical post-secondary education as a critical need of Utah's future workforce and a powerful resource for our state's human

and economic development. The plan calls for regional strategic planning by school districts, area vocational centers, and colleges and universities in recognition of their complementary roles. It emphasizes the importance of greater access to vocational program offerings for those who reside in remote rural areas. All issues of governance, roles, and responsibilities between the State Board of Education and State Board of Regents are to be fully clarified.

State Liaison Relationships

During the past year, the joint liaison committee comprised of members of the State Board of Education and the State Board of Regents addressed such issues as the elimination of curriculum duplication, restructure of teacher education programs, coordination of legislative requests and interim study items, the vocational education master plan, advanced placement, and economic development.


MAJOR LIAISON ACTIVITIES
of the
Utah State Board of Education
Joint Utah State Board of Education/Utah State Board of Regents
Utah State Board of Education Teacher Certification Liaison Committee
Utah State Board of Education
Utah State Board of Education/Utah School Boards Association Liaison Committee

The liaison committee composed of members of the State Board of Education and the Utah School Boards Association dealt with the impact of the tax limitation initiatives, local district control and flexibility, block grant guidelines, the two-mill levy formula, review of graduation standards, value of the weighted pupil unit, and interim education committee priorities.

The Utah State Board of Education Teacher Certification Liaison Committee considered improvement of the teacher code of ethics, the demonstrated subject matter competency option, Board oversight of school accreditation, paraprofessional certification, separation of certification from licensing, authorizations for resource teachers, and benefits of teacher mobility.

During 1987-88, the Education Coordinating Council (ECC) established itself as a unifying voice for the public education community. The Council united with other interested organizations in formally opposing the tax initiatives which would have eroded educational funding. The members of the ECC work closely to provide information on key education related legislation under consideration by the Utah Legislature's Education Interim Committee. The breadth of perspective and diversity in point of view are strengths of the Council, allowing it to provide a pre-screening process for the Legislature in analyzing bills which affect public education.

District Master Planning

A number of school districts are responding to public education's long-range vision of the future by forging master plans of their own that focus on local concerns within the broader spectrum of state goals.

For example, Davis District is conducting a comprehensive, county-wide census of its population using the services of PTA members and other volunteers to confirm an anticipated enrollment growth over the next decade of an additional 8,000 students. As alternative solutions to new school buildings, Davis will consider such options as scheduling changes, inter-district busing, boundary changes, and specialized high schools.

Jordan is doing master planning that proposes the utilization of technology for systematic test score reporting, communications networking, and a study of alternative housing of its school facilities. Jordan is also looking ten years ahead at such issues as administrative cuts, videos for extended-year schooling, and the consolidation of some services.

Nebo District has presented its master plan NEBO: Nebo Excellence Based Outcomes to its Board of Education, the superintendent, all administrators, school personnel, and PTA leadership. Nebo is also working on a new district philosophy statement and extended emphasis on public relations and communications.

HOW ARE OUR SCHOOLS BECOMING MORE INNOVATIVE?

Innovation is acquiring new meaning as our education system aggressively seeks new and better ways to deliver its services in this era of rapid technological change and dramatic new learning possibilities. The exploration of innovative ways to deliver educational services will break down the outdated barriers of the industrial model school and foster the kind of positive climate for experimentation that welcomes technology as a versatile tool to manage information and enhance student learning.

Block Grant Pilot Program

Several school districts are participating in a new block grant pilot program that will promote program flexibility and productivity by removing financial restrictions for those districts. The program allows them the freedom to seek out ways to realign their resources and needs which might not otherwise be tried, and may suggest new strategies for efficient and effective school district operation.

Such a program signals a gradual shift toward responsible local school district autonomy in a climate in which compliance monitoring is refined with substantial reinforcement of teacher professionalism and allowance for school and school district discretion. The pilot districts are exploring discretionary use of career ladder funds and the leeway to use capital outlay funds for operational purposes.

The USOE Developmental Process

Emerging from the goals of the Utah State Board of Education are over 50 projects under the supervision of the State Office Planning and Project Development Director which hold promise for future integration into our school system. These projects, being developed by teams led by state staff, include representatives of local school boards and district and school administration. The 1987-88 Development Advisory Committee, composed of membership from the State Office, higher education, districts, and education organizations, responds to the projects the teams are developing, places them in a statewide perspective, and may also originate projects of its own.

The State Office Project Assistance Services Section does the developmental work to implement programs funded by the Legislature or adopted by the State Board, such as career ladders, outcome-based education, and extended-year schedules. It acts as the reform arm for the State Office by assisting in master planning and working closely with districts to assure that new programs are properly administered and monitored and that exemplary practices in the system are identified and made available for replication.

Education Reform Continues

The scope of this report attests that our schools are no longer conducting business as usual. Virtually all facets of school operation are applying some form of educational reform. Students are reaping the benefits of the core curriculum, high school graduation requirements, outcome-based education, advanced placement, and concurrent enrollment. Teaching and administration are being enhanced by career ladders, demonstrated competency, teacher career scholarships and the Utah Principals Academy. Collaboration, cooperation, and productivity projects are making us more cost-effective. Education is contributing to Utah's economic development through the Utah Partnership and school-business partnerships.

At the same time, public and parental involvement is growing through the school volunteerism program. Accountability is improving through core assessment, increased testing and reporting to educators and the public at

both the state and local level, the student information system, and diverse applications of technology to meet education needs. We are making major progress in equity by such means as services to students at risk, mainstreaming of handicapped students into the regular school program, and distance telelearning.

HOW ARE OUR SCHOOLS ENHANCING ECONOMIC DEVELOPMENT?

The new Vocational-Technical Education Master Plan declares that a high quality system of vocational-technical education, capable of turning out a well-educated and productive work force to meet the accelerating pace of technological change and international competition, is essential for Utah's economic growth. Recognition of the direct relationship between education and the economy is steadily increasing as educators become more sensitive to the shifting job market in which vocational skills will be in higher demand.

The Utah Partnership

The State Board of Education has recently joined with the State Board of Regents to establish the Utah Partnership for Educational and Economic Development. It is a cooperative effort on the part of education, business, and government to increase educational and economic development and strengthen Utah's economy. Economic expansion will come about through a focused and orchestrated effort to help education become more responsive to the needs of businesses and industry. This will create a keener awareness that education and economic development are inextricably linked.

The Utah Partnership has established five objectives: training to produce a highly qualified work force for a technology-based economy; basic education to provide a more literate, productive, and responsible citizenry; resources that maximize all that are available for our mutual benefit; research on the higher education level and developmental efforts to stimulate new business; and an improved image of Utah's economic, educational, and cultural assets to communicate the state's unique strengths. Task forces are being formed to address each of these objectives.

Market-Driven Programs

Utah's five area vocational centers (AVCs) play a unique and essential role in strengthening the economic development of Utah. They enable both high school students and adults to get employment training and career guidance and to build Utah's workforce. Students receive intensive job-

specific, personalized training. AVCs are open-entry/open-exit, competency-based, and flexible to respond to local market needs.

Bridgerland Area Vocational Center, for example, is currently training 130 individuals for jobs at Weslo Manufacturing, the world's largest maker of exercise equipment, located in Logan. Nine out of ten students who complete AVC training are placed in Utah jobs.

Custom-Fit Training improves the state's economic base as well by providing Utah business and industry with funds and services for specific short-term training designed by employers. This program provides customized classroom and on-the-job training for entry-level workers. Many new and expanding businesses such as All American Gourmet, for example, become a permanent part of Utah's business/industrial community. Another example is Lucas Western, Inc., of Park City, that makes aircraft landing gear and jet engines.

In 1987-88, approximately 2,000 people were trained through the State Office of Education and hired in Utah as a direct result of Custom-Fit. The program responds to the rapidly changing job market, encouraging employers to locate in Utah. This contributes to our economic well-being and provides the means for unemployed Utahns to become productive, taxpaying citizens. The program pays part of the employer firm's training costs and makes the company an active partner in the training process. For every dollar invested, Custom-Fit returns three in taxes paid by the company and its employee, a triple return on our investment.

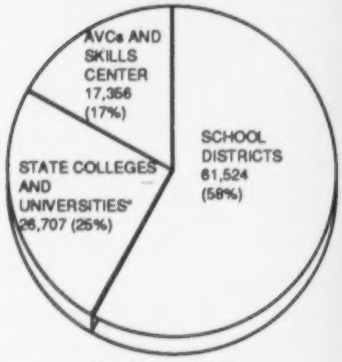
School/Business Partnerships

Over 30 school districts have established education foundations which generate support from the business and corporate sector to help promote exemplary schools. The Utah Public Education Foundation is also encouraging support from the private sector to foster and reward educational excellence.

Other methods for encouraging school-business partnerships are included in the Vocational-Technical Education Master Plan. An example is the School-to-Apprenticeship Program that provides a direct transition to full-time apprenticeship employment after graduation from school. This will combine the apprenticeship system of training with school curricula.

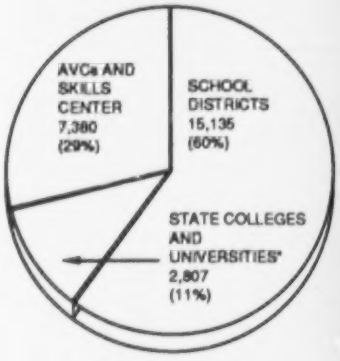
School/business partnerships will change and improve the way schools do business and make them more relevant to the world. Increasingly, the classroom itself will become only one of the many sites in which children learn. Businesses will learn to tap schools as a community resource and vice versa.

VOCATIONAL EDUCATION ENROLLMENT 1986-87



TOTAL = 105,507

VOCATIONAL EDUCATION COMPLETERS 1986-87



TOTAL = 25,322

*Excluding University of Utah

Salt Lake City District, for example, has forged various local business partnerships. Pizza Hut rewards students who complete reading contracts and treats a whole class of super readers to a pizza party. JB's Restaurant recognizes those who have outstanding attendance with similar rewards. Utah Power and Light Company is involved at Glendale Intermediate, and Franklin Elementary youngsters are supported by volunteers courtesy of Mountain Fuel Supply. Though much support that comes to schools is monetary, volunteerism, donations of equipment, and other contributions are also being made.

Vocational Curricula Changes

Flexibility within the core curriculum is growing as vocational curricula evolves into competency-based applied academic courses. The State Board of Education is approving certain core shifts that permit identified classes in such fields as agriculture, industrial arts, and technology to be substituted for core requirements in biological science and mathematics.

Over 80 percent of Utah's high school seniors reported last spring that they intended to pursue some form of post-secondary education. However, records suggest that only 20 percent of them will complete a baccalaureate degree. Our system does not underestimate the need to help each child find and succeed in a job with a future. Significant change in secondary school procedures suggests that most high school students should complete a concentrated vocational-technical career cluster.

THE GREAT SEAL OF THE STATE OF UTAH
INDUSTRY
1847
1896